

# Bilingual Teacher Certification Survey

Number of Responses 99

Region*		Gender		Primary Language		Role in Bilingual Education	
Region 1	7	Male	24	Arabic	0		
Region 2	2	Female	74	Armenian	0	Parent or Guardian	0
Region 3	3			Cantonese	0	K-12 Teacher	0
Region 4	6			English	62	K-12 Administrator	0
Region 5	11	<b>Ethnicity</b>		Hmong	2	University Faculty	99
Region 6	3	AfricanAmerican	3	Khmer/Cambodian	0	Other Role	0
Region 7	7	Latino	51	Korean	2		
Region 8	2	AsianAmerican	10	Mandarin	3		
Region 9	21	SEAsianAmerican	4	Punjabi	0		
Region 10	6	PacificIslander	5	Russian	0		
Region 11	31	Caucasian	42	Spanish	25		
		NativeAmerican	2	Tagalog/Pilipino	2		
				Vietnamese	1		
				Other	2		

CCSESA map available  
at [www.ccsesa.org](http://www.ccsesa.org)

**Questions 1-10**  
1= Strongly Disagree  
2= Disagree  
3= Agree  
4= Strongly Agree

## Part 1: Requirements for Bilingual Certification

	Number of responses	Average Range 1-4	Standard Deviation
1. Current BCLAD competencies and requirements address most, if not all, the skills needed to teach in bilingual settings.	97	2.9	0.80
2. Major revisions need to be made to the current BCLAD competencies and requirements	94	2.2	0.97
3. In addition to course work or an examination, bilingual fieldwork should be required for bilingual certification.	95	3.5	0.85

## Part 2: Need for Bilingual Personnel

4a. Schools need Bilingual Education Specialists in addition to classroom bilingual teachers and bilingual teaching assistants.	94	3.4	1.00
4b. Bilingual Education Specialists are needed for coordinating bilingual services and programs to students.	97	3.5	0.75
4c. Bilingual Education Specialists are needed for providing additional expertise in specific school settings and/or for specific types of programs.	96	3.5	0.85

## Part 3: Language Proficiency for Bilingual Teachers

5. Current academic language proficiency requirements for the target language are appropriate	90	2.6	1.02
6. Academic language proficiency requirements for the target language should be more challenging than the current requirements.	89	2.4	1.09
7. Academic language proficiency requirements for the target language should be lower than the current requirements.	92	1.6	0.79

## Part 4: Languages Available for Bilingual Certification

8. The number of languages in which bilingual certification can be earned should be limited to the current 14 languages.	82	1.7	0.98
9. The number of languages offered for bilingual certification should be expanded, but limited to the top 20 languages spoken	84	2.2	1.13
10. The number of languages offered for bilingual certification should be flexible and be expandable as needed to accommodate regional and local needs.	94	3.3	0.82

Part 5: Routes to Obtaining Bilingual Certification			
Currently credentialed teachers			
	Number of responses	Average Range 1-4	Standard Deviation
11a. Have to pass the Commission-approved examination, as is currently the requirement.	87	2.4	1.05
11b. Be able to meet certification requirements through approved course work and/or an approved program at a college or university.	90	3.4	0.88
11c. Be able to meet certification requirements through a combination of Commission-approved examination and approved course work at a college or university.	86	3.0	0.97
Credential candidates			
12a. Pass the Commission-approved examination, as is currently an option.	85	2.5	0.97
12b. Complete an approved bilingual preparation program integrated in the preliminary teacher preparation program, as is currently an option.	88	3.4	0.80
12c. Complete a separate bilingual certificate program offered concurrently with the preliminary teacher preparation program but not counted within the required units of the preliminary teacher preparation program.	82	2.2	1.06
Questions 11-12			
1 = Strongly Disagree	2 = Disagree	3 = Agree	4 = Strongly Agree

Part 6: Importance of Bilingual Certification Issues			
	Number of responses	Average Range 1-4	Standard Deviation
13. Teachers authorized to teach in bilingual settings should continue to be required to be knowledgeable about the culture(s) of the target language.	96	3.7	0.70
14. Teachers authorized to teach in bilingual settings should have a high degree of academic language proficiency in the target language.	95	3.8	0.42
15. Teachers authorized to teach in bilingual settings should have extensive training in pedagogy specific to teaching in two languages.	97	3.7	0.59
16. The Commission should require field work in bilingual classrooms for teacher candidates seeking a BCLAD authorization.	97	3.6	0.71
17. The Commission should require fieldwork in bilingual classrooms for currently credentialed teachers seeking a BCLAD authorization.	95	3.1	1.03
18. The knowledge and skill requirements for elementary grades bilingual teachers should be different from the requirements for secondary level bilingual teachers.	92	2.6	1.08
19. Teachers authorized to teach in bilingual settings should be proficient in two-way immersion strategies.	92	3.1	1.05
20. The Commission should develop additional standards-based examination routes to assess the oral, listening, reading, and writing competency of BCLAD candidates to serve languages beyond those covered by the current BCLAD examinations.	88	2.3	1.32

**Questions 13-20**  
 1 = Not important      2 = Somewhat important  
 3 = Fairly important      4 = Extremely important